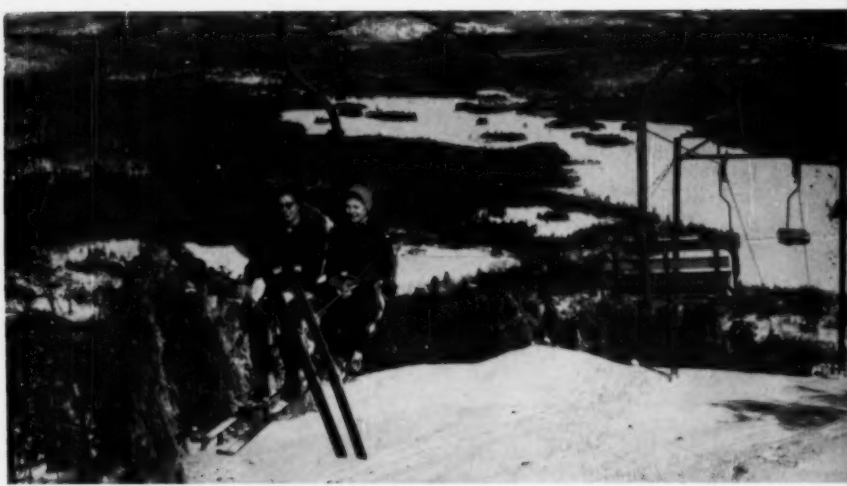
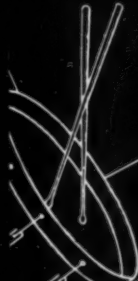


School Activities



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School Activities

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As the Editor Sees It



Well, here it is 1959 (which we haven't learned to write as yet). Only 41 years until 2000, and nearly all of the present day high school students will live to write it at the tops of their letters. How we older folks envy them—the things they'll see, the experiences they'll have, and the responsibilities they'll face! However, we older folks can pair this envy with the thrill with comes when we appreciate that we are helping to prepare these youth for their marvelous days of the twenty-first century.

The present great interest in public education has brought talks, panel discussions, debates, dramatizations, exhibitions, and other presentations to P.T.A., luncheon club, religious, and similar groups in many and many a community. And much published correspondence in newspapers and magazines. All this is to the good, provided the presentations are competent, as some of them, only, are.

More than one student council, or other student group, has also presented pleas to community bodies for school improvements, additions, or changes. Frankly, we may be a bit skeptical of this student method of educating the community. At least we are cautious about recommending it.

We recognize that such study and presentation: (1) May be both considerably competent and entirely sincere because the student is close to his school; and (2) That these increase the student's interest in his present school and so should help to ensure more intelligent school support when he becomes an adult.

On the other hand, even if the ideas offered are reasonable, there will be a tendency for them to be devaluated because they "come from the kids": certainly this will be the case where there is considerable opposition in the community to the proposals made. Adults usually have difficulty in realizing that their children soon become young men and women who can think—frequently as clearly as their parents.

Further, to all opposers to a particular educational idea or plan (and to some proposers, too)

this student presentation will be viewed with suspicion; it will be considered as a "plant"—merely a reflection of what the teachers, administrators, or other proposers want.

All of which means that great care should be exercised if, as, and when student presentations of important educational issues are being planned and made.

One thing we cannot understand—the mentality of school authorities (high school and college) who year after year schedule games with much larger schools, year after year lose by disgraceful scores, and year after year listen to the same old song by the coach—"The boys gave all they had. They never quit." Who profits from these absurd "games?" Winners? Losers? We believe that nobody profits, that everybody loses.

In recent years there has developed a surprising array of fine interscholastic conferences, clinics, workshops, and other meetings which center around student activities, music, speech arts, athletics, student council, cheerleading, clubs, student leadership, and school publications.

The last mentioned, school publications, especially the newspaper, is probably the oldest of these. However, in some schools and in some areas this type of practical and helpful activity has been severely handicapped, in some instances all but crowded out, by the emphasis upon the newcomers. This is to be regretted.

These other activities are vital and well deserve attention. However, this attention should not be at the expense of such important activities as school publications.

And while we are on this topic of school publications suppose we stress again that what goes into your yearbook is far more important than the cover which packages it. Thicker and gaudier and more expensive—for the last few years—has been the trend. Clothes don't make the man, and the cover doesn't make the yearbook.

What an opportunity! What a wonderful thing to do! Students and leaders share their talent to entertain members of armed forces and those in other lands.

"We Got More Than We Gave!"

WE ARE A GROUP OF THIRTY-TWO SINGERS, sixteen men and sixteen women, from Colorado State College at Greeley who went on a USO tour to Japan and Korea. We are known as the Choral-Aires and are under the direction of Claude M. Schmitz. We felt more than lucky to go and now that we have returned we realize how much there is to learn about the world and how little we actually know.

We started from Greeley with a wonderful send-off and then to Denver where we flew to Travis Air Force Base, California, for an overnight stop. Next morning we left the United States, little realizing then how much it would come to mean to us, and journeyed to Hawaii. After going through customs, which took only an hour and a half, and enjoying the custom of exchanging leis, we went on to Wake Island.

We arrived at Wake Island at high noon and were able to see many of the sights there—an old anchor from a battleship, a Japanese supply ship, bombed and lying in the harbor, gradually sinking in the sea; and the most enjoyable thing of all, the ocean—so pretty, blue, and very soothing to those of us who went wading. Again boarding the plane, we started on the last leg of our first destination, Tokyo, Japan.

Already we had learned many things. We were seasoned flyers and had gone through time changes. We also experienced every type of weather—winter in Colorado, spring-like in California, hot and summery in Hawaii, balmy in

JOAN COLE
Colorado State College
Greeley, Colorado

Wake, cool in Japan, and upon reaching Korea it was cold again.

But wait—we have just landed in Tokyo. We first changed all American money to yen or Military Payment Certificates and then boarded a bus for the first of many rides through the Tokyo vicinity. We were so excited and saw so many things—so new and different. The Japanese people wear a gauze mask over their mouth when they have a cold so as not to spread the germs.

Bicycles are popular, and the taxi cabs—WOW!—so little and funny, but so fast and dangerous. The only equipment the taxi really needs is a daredevil Indianapolis speedway driver and a horn that can be heard for several blocks.

Japan has really built herself up since the war. She has beautiful department stores and such intricate neon lighting. The color one finds in Japan cannot be matched. The Ginza, Tokyo's Broadway, is so exciting. The neon lights, the people, the stores, the noise, the taxis, and of course our own curiosity and wonder at all of this, added many hues to the color already there.

We learned many things during our first eight-day stop in Japan—complete respect for the Japanese, their dress, customs, curiosity towards us, and their complete graciousness and courtesy—but most of all, we learned from these people to have respect for each other. This is a must everywhere and especially when one is on such a trip in a strange land.

We did some performances in Japan, too. We sang for several Army, Navy, and Air bases. Our group adds choreography with some of its songs and our repertoire includes all types of music—popular, classical, religious, and show tunes. Our program fits everyone's likes and we were well accepted everywhere we went.

On one of the last days in Tokyo we went to the American Post Exchange to be outfitted for our trip to Korea. We really got the works—wool socks, combat boots, "long johns," regulation shirts and trousers, gloves, hats, and parkas. When we were in our apparel one couldn't tell

Our Cover

The upper picture shows skiers "ascending" the mountain to take off on another ski trip. This double chair lift is located at Pleasant Mountain, Maine. Such equipment makes fun out of mountain climbing; and adds much pleasure to skiing. This is one of the greatest of sports; and can be especially enjoyed in the mountains and northern states. See article and picture on page 154.

The lower picture shows the Choral-Aires, Colorado State College, Greeley. The group of 32 singers, accompanist, director, and sponsors made an interesting, educative, and exciting 34-day plane tour of the Pacific, where they sang at Military installations in Japan and Korea under the sponsorship of the Professional Entertainment Branch of the Armed Services. See story on page 139.

the boys from the girls! Upon arriving in Korea, though, we found we needed all of the padding. It was cold, windy, dusty, and muddy at the time of year we were there.

Our first stop in Korea was a three-day stay at an infantry unit northeast of Seoul. We stayed in quonset huts. The girls' huts were heated and usually had running water. The boys weren't always so lucky, and many times spent their stay in a less desirable place.

We usually sang two performances a day and were carted around in busses. The roads were bumpy, dusty, and cold—and the busses "could be" very uncomfortable. Just from these minor hardships we learned to appreciate the things in our own country we didn't realize we had—paved roads, warm vehicles, comfortable houses, and plenty of hot running water. These things we learned to appreciate just from our own experiences, but we learned much more from the Korean people.

Korea can be called a lost nation, so far behind the times and not caring at all. The people wash their clothes in the cold, usually dirty, water of the rivers or streams; and lay them in the sun to dry. They travel mostly by foot, or in busses, the bodies of which are made from oil drums, and these are so overcrowded they are dangerous.

The people have little variety in their food; sometimes they have no food. The only respectable means of living is to export the rice they grow, the best in the world, in exchange for a poorer grade of rice for their own consumption.

The Koreans have a long rich tradition. They bury the dead in mounds on a hill in a sitting position to return them to the womb of the earth as they came from the womb of the mother. The higher on the hill the grave is located, the more prestige one had in the village. They are a cold people and showed no feeling towards us or towards each other. Their basic philosophy seems to be "what was good enough for our ancestors is good enough for us." Of course we must realize that Korea is a war-torn nation and this accounts for most of what we witnessed.

An orphanage which we visited in Seoul had such lovely little children—but with eyes so big and lost, wanting love and warmth, food and clothing, and a home. When we reached the states again we remembered these children and what they did for us by making us realize how

lucky we are, and so we adopted one through one of the Korean adoption plans. We also sent over a ton of clothing to the two orphanages we visited. Because they saw us, we hope they will love us and be helped by the small things we could do for them.

We spent sixteen days in Korea staying at three different camps. Our longest stop was at the front lines where we crossed the river over the Libby Bridge and saw North Korean hills. The men we sang for were so happy to see us—we were a touch of home and sometimes we saw someone we knew or met someone who knew someone we knew.

We were so glad to provide a bit of happiness for these men in Korea. Their life is not a bed of roses, but most of them really do try to make their stay as pleasant as possible. These men we respected.

Sometimes we sang on unheated stages and almost "froze," or had to walk through the mud to get somewhere, or we had such colds we could only mouth the words when we sang. Still we felt that what we were doing was so small when compared to what the boys who were assigned there were giving. We learned to be humble and thankful.

When we left Korea, we were glad, to be sure, but Korea has never left us. The eyes of the children haunt us as they go on searching for peace—a peace we all hope to find.

Our last stay in Tokyo was very pleasant. We went to Nikko, the city of temples, saw the Emperor's Palace, and sort of relaxed. We sang a few times and our most rewarding time was when we exchanged singing with the Waseda University group. They had a men's choir which was really good. They gave us flowers afterward and we had refreshments and walked around their campus.

Talking with students of our own age from another country was really an experience. They spoke very good English, but sometimes had to grope for a word to explain to us; or we would say words they didn't understand and then we would have to grope for words they knew. We found that when one really tries to understand another it can be accomplished.

Boarding the plane to come back was done with mixed feelings. We were so happy to be going home to a country that we learned to love especially while we were gone, but our time

in Japan and Korea was well spent and we hope we left a good impression on those people.

We and the students of other countries, as students today, are the leaders of tomorrow, and we are convinced that when we know, understand,

love, and respect each other, we can hope for a better world. During the trip we were aware that we were receiving more than we gave, and even now we realize that we always get more than we give.

There is really no limit to the constructive accomplishments of the student council when given sufficient authority, advice, guidance, and cooperation.

A Campaign to Sell the Student Council

FOR A STUDENT COUNCIL TO BE EFFECTIVE, it must be accepted by the entire student body. This, in reality, is a job of salesmanship; a job of selling the student council to the school.

The Thomas Jefferson Junior High School of Fair Lawn, New Jersey, began its campaign by making the student council an often-discussed organization. The officers of the group, who were elected in June of the previous school year, visited every class in the school to conduct a discussion on the improvement of the council.

Their purpose was to make as many students as possible aware of the duties and powers of the council and to learn how students felt towards them. Before proceeding very far, it became apparent that students felt a need for improvement in the school cafeteria. An alert president called the three other officers together; and with the school vice-principal formulated a reply to the need.

In succeeding visits, the idea was advanced to have students from the school at large, stand in the cafeterias to keep the lines moving, to remind students to have proper change ready, and to caution others concerning school procedures. Almost every class agreed enthusiastically that this might be a good idea.

Immediately the officers called for volunteers, organized and put them to work. Publicity was directed at all students, emphasizing the fact that they had asked for the "helpers" and thus, the student council expected full cooperation from all. If this cooperation did not result, the "helpers" would be abandoned.

This approach proved extremely successful because the majority of students felt that the council had acted promptly and efficiently on their suggestion. This was not just another "rule" being thrown at them. Children who feel that

FLOYD R. ROBERTSON
Vice-Principal
Thomas Jefferson Junior High School
Fair Lawn, New Jersey

they are helping to organize rules and regulations, who understand their purpose, and who are helping to enforce them firmly and fairly, will soon become accustomed to accepting school procedures and to exercising self restraint and discipline. This has been shown vividly in the success of the "helpers." They have been accepted by the student body and their positions have become a mark of dignity.

The "selling" campaign continued with the improvement of the student store. This improvement action was selected by the council as having priority since it seemed to affect so many. More and varied articles were added to the stock; articles which tended to improve school cohesiveness were especially handled. Again the council had acted promptly and efficiently to a school need.

It should be pointed out that these improvements were publicized as having been accomplished through the combined efforts of the student body and the council. Publicity plays a paramount role!

All actions and plans of the council were carefully described in minutes of the weekly meetings. These minutes were distributed to the representatives of each class who read and explained them to all students. Time in every class was allotted for this purpose. Again this was a case of bringing the council before the students for discussion. When discussion and thought resulted, a stronger foundation for the organization was being constructed.

It is apparent that members of the council had to be strongly organized and dedicated in

order to help our cause. By instructing representatives in the proper ways to relate business to their classes and in what their duties were, the bond between representatives was begun.

Constant emphasis on the fact that they meant success or failure for the body had its effect. Emphasis of time demands of the council on its members, helped considerably. You can see this, too, was a selling endeavor—namely selling the council to its members.

The next step in the plan to keep the council constantly on the minds and lips of the students was the acceptance of a theme for the year's work. The council voted to make their goal "The Improvement of Our School." An improvement committee was organized and began to discuss all phases of school life.

Teams of students inspected the cafeterias, the play areas, the corridors, the outside grounds, and any other spot which seemed applicable. These teams reported their findings to the council members; who in turn kept the student body informed. This, incidentally, is of the utmost importance.

A clear channel of communication between the council and the students must be maintained. Suggestions of improvements were made by the

committee and students and then were submitted to the sponsor and to the vice-principal.

In all areas that appeared feasible, approval was given with the stipulation that each action be completely planned on paper and then resubmitted. This put the bulk of the responsibility directly on students who felt obligated to the student body and, thus, worked diligently until their goal was reached.

If a position of respect can be achieved by a school council through actions and procedures explained in this article, it can create an atmosphere of school spirit and cooperation which will last indefinitely. It becomes an accepted fact that the council is an important school organization, and that to work for it or to cooperate with it is a normal routine occurrence.

Hat Making Contest Is Unique

RAYFORD WALLACE
Editor, "The Torchlight"
Okmulgee High School
Okmulgee, Oklahoma



"Look at My Masterpiece!"

Students shown here displaying their handiwork are the finalists in the Geometric Hat contest. The contest was evolved in the geometry class near the end of the course. Students were assigned the task of designing and constructing the hats according to geometric principles they had studied.

Some very outstanding productions were the result, as the picture so vividly illustrates. The hats were judged by a committee of faculty members. They considered originality, geometric design, effort, and artistic design in selecting the winners. The two students, with their hats, standing in the back row, at the right of the picture, tied for first place.

What is said is significantly important; how it is said is secondary, although important—a trend deviating from the thinking of people in past centuries.

"Elocution" Persists

IN THE WRITINGS OF QUINTILIAN the word *elocutio* meant style. During the period of degeneration which the art of oratory and rhetoric was to undergo the word became debased, in that it tended to mean a vain show in speaking.

During America's growth in the 19th century we experienced a similar degeneration when a period of "elocution" began. It was brought about by a school of performers and teachers who set patterns and followed rules in speaking. Almost ludicrous extremes were reached in the use of voice and gesture by speakers who "declaimed" or "spoke pieces."

To the elocutionist, speaking was a fine art, an activity suitable for show and entertainment. Students were trained to "declaim." Pieces were memorized and delivered for the entertainment of the audience without going through the mind of either speaker or audience. Spoken materials were variously called recitations, declamations, oratoricals, and orations. Memorization, not only of the words of the selections, but of the vocal effects and of facial expression and gestures, was advocated.

Independence Day came to be spoken of as the day when "soldiers go forth with empty muskets and orators with empty speeches." At Gettysburg Edward Everett's two-hour oration was praised for the skill of expression used while President Lincoln's masterpiece was dismissed by one reporter who wrote that "the President made a few appropriate remarks."

Schools of oratory, such as Byron King's School of Oratory in Pittsburgh, sprang up, and genteel ladies gave private instruction in their homes. Children took lessons in elocution as they now take music lessons.

Textbooks were written with complicated descriptions of how to use the voice and body. Sketches of the vocal mechanism illustrated the text. Cuts of human figures, decorously clad in black tights, showed the students the way to learn to manipulate the body as they intoned their memorized speeches.

For every phase of elocution specific rules were adopted. Means of using stress, for example,

WILLIAM S. TACEY
Department of Speech
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Pittsburgh, Pennsylvania

were carefully described. In 1911 Kammeyer detailed five phases of stress.

1. Initial stress: abrupt appeal, as in commands and decisive thoughts.
2. Final stress: insistent appeal through reason, as in conviction and determination.
3. Median stress: appeal of uplift, used to persuade hearer to accept truth, have high ideals.
4. Prolonged stress: appeal of intensity, characterized by great force.
5. Compound stress: appeal of violence, irony, surprise, severity.¹

Voice qualities were similarly classified, and their uses delineated. Lewis in 1916 listed four, a much shortened list from those of even twenty years earlier. His list included:

1. Orotund: to express loftier sentiments.
2. Guttural: to express the opposite of No. 1.
3. Breathy: secret, mysterious.
4. Nasal: querulous, peevish, fretful.²

To the teachers of elocution the development of suitable action of the body to supplement the voice was equally important. To them gesture meant the "bearing or action of the whole body." The sum total of a speaker's action was broad enough "to cover every action and posture expressive of thought or feeling."

Gestures lent themselves readily to classification, and most writers developed a plan for doing so. The classes listed by Hoss are fairly typical.

1. Emphatic: from excited feelings.
2. Grace: from imagination and feelings.
3. Specification (pointing): from the intellect.
4. Force: from passion and will.
5. Emotional development
 - A. Each passion has its own particular gesture.
 - B. Straight lines designate force and malevolence.
 - C. Curved lines designate grace and benevolence.³

¹ Julius E. Kammeyer. "Principles and Practices of Public Speaking." 1911.

² Calvin L. Lewis. "A Handbook of American Speech." 1916.

³ George W. Hoss. "First Steps in Public Speaking." 1903.

Even in 1952 Kahn was paraphrasing outdated authors of a much earlier age. To him "base gestures include all movements which are associated with all low, base thoughts." He believes that ideas can be expressed by the hands, thusly:

1. Hands closed: eager, tension.
2. Hands open: humility, appeal.
3. Palms down: negative subjects, base.
4. Palms up: giving help, appeal to the Divine.⁴

The foregoing examples are indicative of the beliefs of the elocutionists in rules and patterns for speaking. Whatever the mood to be expressed or feeling to be described a rule for use of voice and body was near at hand. Presumably the uninitiated audience was to be left to its own devices in translating the elocutionary gymnastics.

Modern speech teachers mark the break with the traditional past by the appearance of James A. Winans' book, "Public Speaking," in 1915. Its most notable contribution was its emphasis on *conversational style* of speaking. One chapter of 29 pages was entitled, "Conversing with the Audience." That, and two chapters on persuasion, established Professor Winans as the leading authority on a new method which had been developing as a successor to the elocutionary style.

Winans wrote: "I wish you to see that public speaking is a perfectly normal act, which calls for no strange, artificial methods, but only for an extension and development of that most familiar act, conversation." To achieve the conversational style he named two necessary elements, viz., "Full realization of the content of your words as you utter them," and "A lively sense of communication." Since 1915 most American speech teachers have been setting their courses by Winans' standard.

But the effects of the elocutionists' teachings persist. Many teachers trained in the methods are still in service. In Pennsylvania, only since 1951 have teachers been certificated in the speech arts (public speaking, oral interpretation, dramatics, etc.).

Prior to that time any teacher qualified to teach English was automatically certificated in speech, despite the fact that he may never have taken a single speech course.

Textbooks in English, with sections devoted to speech, even those published since 1950, tend

to rely on elocutionary ideas rather than on the findings of those who are professional teachers of speech.

In high school speech contests artificiality in voice and gesture still persist. Students are trained to follow rules in the use of voice and the practiced gesture bespeaks the teacher's coaching rather than the speaker's conviction.

We still see evidences of the old in some church services where the preacher exhorts, or in holiday entertainments where children, trained by advocates of the old school, "speak pieces." In political rallies some speakers feel that harangues are needed. In labor meetings local spellbinders sometimes deal with the rank and file in an old-fashioned way.

Wherever we see evidence of the studied movement or practiced gesture, or signs of memorization without understanding of content, we detect the hand of the elocutionist. His mark is in the textbook which describes specific gestures to convey certain meanings or prescribes vocal variations to suit specific feelings or moods.

Overemphasis on delivery to the exclusion of stress on content is a return to 19th century methods, yet some popular teachers devote much class time to vocal exercises, leaving what is said to chance and the good judgment of their students.

By contrast the abler speech teacher emphasizes that all speech is for the purpose of communication. He believes that *what* is said is much more important than *how* it is said. In his teaching he is more prone to teach methods of delivery by indirect means, emphasizing that they are useful only as they convey a speaker's meaning. While he does not overlook the esthetic appeal of good speaking he is inclined to make it secondary to what is being communicated.

Values In Sports

WILLARD ASHBROOK
"Ohio High School Athlete"
Columbus, Ohio

The coach occupies a unique position on and off the playing field. This is also true of the director of intramurals and what he says carries considerable weight with students. He is adviser, counselor, and teacher. Sport is his subject matter; however, students are his first concern.

⁴ Samuel Kahn. "Public Speaking for the Professions and Clubs." 1952.

His methods are designed to produce best learning. His aims are high and his goals are worthy. He can be an agent for good or evil.

Every wise teacher knows that motivation acts as a magnet to attract and as glue to hold. Sound methods are employed to take advantage of this useful tool. To excel, to win commendation, to receive praise, and hear the plaudits of the crowd are some of the rewards achieved by athletes. They are just rewards if the means by

which they were attained were worthy. The means as well as the attitude possessed by the players is determined by the competency of the teacher.

Teachers of sport are dedicated to the task of building boys rather than mending men. It is not an easy obligation. It encompasses more than rules, skills, and strategy of the game. It reaches down to basic purposes and worthy goals. For the teacher realizes that no habit or trait goes any deeper than the aims and goals of the learner.

A complete change in method of procedure of getting things done can add efficiency, expediency, and value—ostentatious organization is ever important.

What Price Organization?

ORGANIZATION HAS LONG BEEN CONSIDERED the foundation of most successful endeavors, but if student yearbook editors speak truly, most schools are not properly organized for this large scale endeavor.

Hit-or-miss tradition, late fall staff choices, popularity-type staff elections are the rule rather than the exception. Yet this two-to-six thousand dollar project which is to be sent out with almost every graduating student and viewed by the community as the mirror of the school, calls for the most precise organization and development.

The first step in the proper organization of staff is the continuing flow of editors from year to year. The incoming staff should have the benefit of working with the outgoing staff.

The outgoing staff can break in the new members by letting them know what they are up against, by giving them a short course in yearbook production, and by aiding the neophytes in selection of theme and content. The oldsters should give the new editors a log of activities, an idea of what a schedule is like, and give them an assist in judging possible new staff members.

Therefore, why not *choose your new staff early next spring*? The first time you do this it will seem a hardship—because you haven't gotten the system in operation. But once this system is established, you will have changed your work year from spring to spring, rather than from late fall to hectic June!

Without much aid from you, the new staff will have itself organized for fall work. You will derive considerable benefit in your printing, because you will keep your printer's schedule fluid and

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Association of N. J.

Director of Publications

Millburn High School

Millburn, New Jersey

his eyes bright and steady when he pastes up your dummy! He will be able to give a great deal more care and thought to your book if it is early—so will you.

When you go to organize your staff, how do you do it? Are you saddled with traditional popularity-type elections for the different posts? One way to control this—even if you can't eliminate the system entirely—is to make potential candidates apply for positions rather than be nominated.

Have them come to you or the class adviser and obtain a regular application blank, which can be rather detailed. Include on this blank a *warning* as to the amount of time and the responsibility that go with the job.

A selling job may also be done on the class or school as to election procedure. Why not, you say, just elect an editor in chief and then let this elected representative *choose* his own staff? He can then interview candidates for all positions.

Here is where the outgoing editors can be of great help. Let them sit with you and the new editor and select the new team. The people who get their jobs through this competitive process will *desire* the job and also be questioned in *advance* quite closely about their abilities. Ask for samples of their work if you like.

When the staff is chosen, a short course in yearbook production may be pursued. This can certainly be an in-service type program. Raid your library for publications, get extra judging evaluation sheets from the different press associations, subscribe to such excellent yearbook magazines as *Photolith*. Then organize discussions on the various phases of production. Make sure that each member of the staff knows what he is about!

Scheduling can be done quite nicely at the outset. Tentative dates for deadlines can be worked out. Senior picture schedules should be clinched early. The new editor can get an approximate idea of the number of pages to be allotted to each section of his book and get an idea of how much and what kind of art work will be needed.

When the summer vacation comes along, every new member will leave with a sense of security about his fall duties. He may not do much physical work over the summer, but he can do the reflective part of his job, which is so essential to good yearbook production.

Not to be overlooked is the point that an organizational system of this sort puts the book back where it belongs—in the hands of the students. They may be *corrected* afterward for their faults, but first they will have had time to conceive their ideas, organize their staff and book, and learn the valuable educative lessons which should be an integral part of all yearbook production.

The Adviser Talks To His Editor

HERMAN A. ESTRIN
Newark College of Engineering
Newark 2, New Jersey

What can the adviser say to his editor? How can he guide him so that the editor may develop and mature in his job? What can the adviser do to improve staff relations? How can the adviser help improve the newspaper?

With discretion, wisdom, and intelligence the adviser may tell the editor to heed the following:

1. *Be ethical and professional.* As editor, you must serve the best interests of your school. Become acquainted with the faculty and the administration; and try to agree on basic concepts of

education. At all times, seek the truth and make sure that your facts are correct. Do not embarrass people who are unable to answer your charges.

2. *Maintain a liaison with the faculty, the administration, and the students.* Introduce yourself to members of the faculty and administration. Encourage them to talk freely with you. Arrange for a meeting of various faculty, for example, the members of the Department of English.

Attend meetings of the student council and other club meetings whenever possible. Suggest that each student organization appoint a publicity committee, which would have a direct liaison with you.

3. *Evaluate your work and that of your staff.* Prepare a standard operating procedure for your staff and define the jobs and the responsibilities of your staff. At the end of the year, ask each staff member to evaluate his job, to make suggestions to improve it, and to make comments about the staff as a unit.

4. *Seek advice from your adviser.* Remember that your adviser, as far as the administration is concerned, assumes the ultimate responsibility for your publication. He has wide experience and a broad perspective of the over-all scope of the publication. Ask for his assistance, guidance, and advice.

See your adviser often and discuss your affairs with him. He has many resources which can be helpful to you, and he can serve as a sounding board to you when you have a problem to solve concerning your newspaper.

5. *Join press associations, attend these meetings, and participate in their activities.* Associate your staff with a regional, state, or national publication association. These associations promote a higher standard of journalism and permit you and your staff to meet other journalists and to discuss your mutual problems.

The Columbia Scholastic Press, Quill and Scroll Society, the Associated Collegiate Press, and other regional, state, and national publication societies are beneficial groups to aid in the professional growth of your staff. They give advice to improve your publication and recognize the quality of your paper.

6. *Read professional magazines, articles, and texts pertaining to journalism.* For example *SCHOOL ACTIVITIES* and *Scholastic Press* present timely pertinent articles concerning the problems of a publications staff. These should be read and discussed by all staff members.

Your library will have the latest books on journalism. Read them carefully and circulate them among your staff. In this way you will be kept up to date with the latest developments and the modern techniques of school journalism.

7. *Read other school newspapers.* By doing so, you will note different styles, various approaches to news stories, and a variety of presentation of sports and humor. Also, through other papers you can see the commonality of publications problems, and you become acquainted with a wide cross section of editorials. At some time you can write a suggestion or two to an editor whose paper you have critically read.

8. *Ask for "clinical" advice concerning your paper.* After your paper is issued, ask the members of the English Department or a member of the administration to meet with you and your staff so that they may criticize your paper. Request that they give you the positive and the negative aspects of that particular issue of the paper. Their wide experience can give you a many-faceted approach to your paper. From them you can learn fresh, unbiased information concerning the improvement of your paper.

9. *Encourage other students to join the staff, and recognize the work of your staff.* Many stu-

dents want to join the staff, but do not know how to do so. As editor, you should meet the freshmen during their orientation period. Tell them the staff positions for which they can apply.

Also, ask the members of the English Department to give you a list of effective writers who want to participate in publications. Place a notice on the bulletin board and request that those students interested in the literary or the business staff should see you at a designated place and at a specific time.

10. *Enter journalism contests.* Various professional journalism societies and educational and patriotic organizations sponsor contests. You should enter them and encourage your staff to do so. In this way you will receive constructive criticism of your work, and perhaps you will also win recognition for your work and for that of your staff.

Through these "ten bits of advice" you will be able to work professionally with the student body, the faculty, and the administration; you may have a more efficient and well-informed staff and an ethical, dynamic, progressive newspaper; you and your staff will mature, grow, and gain satisfaction and recognition in the field of publication.

The student council or school council should promote democratic living at all times—provide opportunity for participation, sharing, helping, guiding.

The Elementary School Council

OURS WAS A NEW SCHOOL staffed by fifteen teachers ranging in experience from one to thirty years in the business of molding character and building developmental skills through the grades.

One of our many tasks in trying to fit our boys and girls to their role in democratic living would be to develop the following objectives:

1. An understanding of their rights and duties as citizens.
2. A respect for other persons' rights and liberties.
3. An insight into their own abilities and potentialities.

Most of us had never worked together as a faculty group before so we realized our first need was to develop a working philosophy to fit our needs. We all seemed to feel that the children in the elementary school were mature enough to solve many problems arising in everyday classroom living.

There were also several teachers who believed

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we could place some of the responsibility for planning and carrying out activities related to the life of the school as a whole upon the children themselves. This brought up the subject of student government in school affairs.

Teacher Education. In an effort to put such a plan into action the subject of having a student government organization was discussed at one of our regular faculty meetings. As more information was needed to make such a project worthy of the time and effort it would take to establish it, a committee was formed to study the idea. Our many committee meetings and discussions had some good results.

Developing Objectives of Pupil Participation

in *School Government*. The committee felt there would be little worth in building an organization to plan ways of solving school-wide problems unless pupils and teachers were aware of the existence of such problems. They also felt both teachers and pupils should be brought to the realization that there is a possibility of coordinated attack on such problems.

Other points developed by group discussion were:

1. The most important thing about school is the child and not the subject matter.
2. The importance of individual interests, abilities, and differences found in children should be emphasized and utilized.

The next step was evident to us, namely: to combine these two points—then provide opportunities for doing and carrying out activities that would give training in solving problems met so often in life situations.

We know it is true that administration can discharge its responsibilities by solving these problems more quickly and efficiently than can be done through group process but there is little educative value to the group if everything is decided for its members.

In view of this fact we offered the following ideas as reasons why we thought pupils should participate in school government.

Pupil participation should:

1. Develop a knowledge of the meaning of democracy in regard to the interests and activities of the elementary school.
2. Develop ideas of why we should obey. E.g.: We cannot perform the slightest act within the group unless we consider the need for order (such as waiting in line for lunch in the cafeteria).
3. Develop an intelligent respect for authority. E.g.: By realizing no one can enjoy safety and freedom except through established authority.
4. Increase self-direction. E.g.: Potential abilities for organizing, executing, and evaluating should be developed by providing settings in which these activities could be used such as: drawing up a set of rules for the school; making an inventory or evaluation chart, etc.
5. Develop good leaders and intelligent followers because:
 - a. It is necessary to choose leaders who know what their real job is and who show ability to carry out such a job.
 - b. Intelligent followers should recognize these qualities in persons when making their choice of leaders.
6. Develop cooperation. E.g.: Student to student planning, student to school personnel planning—that is: the custodians, cafeteria workers, nurses, teachers, and principal—because all work for the common good.
7. Develop morale—the feeling of “We-ness” which can promote real happiness in school endeavors.

Student Education. Our next big step was to reach the students. We did this after the committee had made its report to the faculty as a

whole. Each teacher was asked to discuss the above elements of good citizenship in her classroom in order to develop an understanding of what each child's part would be in helping to make the rules for school living.

Several children who were class presidents were asked to act as a steering committee. This group met and discussed the idea of building some form of school student government. This discussion resulted in making a pupil inventory sheet which was used to determine what the boys and girls had to say about starting such a project. Following is a sample of the inventory we used.

PUPIL INVENTORY

Dear Boys and Girls:

Our principal and the teachers feel we should be more democratic in conducting the activities of our school. They believe you should take active part in our school government.

Please fill in the following blanks so we may know how you feel about this matter.

1. Do you believe in self-government?
Yes _____ No _____
2. Do you feel more secure when teachers tell you what to do?
Yes _____ No _____
3. If we choose to have a pupil-teacher government, what kind would you prefer?
a. Student Council.
b. Improvement Committee.
c. Teachers' Council (wrongdoers appear before a group of teachers for punishment or correction).
4. Who should be your representative to the type of self-government agency you choose?
a. Class officers.
b. Highest ranking students.
c. Pupils chosen by the teachers.
d. Pupils chosen by other class members.
5. Will you accept duties under the school plan if you are chosen?
Yes _____ No _____
6. List some activities you feel should become the duties of a governing body that is chosen for your school.
Such as:
a. Traffic committee. d.
b. e.
c. f.

Gathering and Compiling the Results of the Survey. The children in grades one, two, and three held class discussions with their teachers then, came to a group decision about whether they wished to have a school government and the kind of plan they wanted. The fourth, fifth, and sixth graders filled in the answers to the questionnaire themselves, then returned them to the steering committee. This group categorized the answers and reported the results to the school body.

The results showed the majority desired to have a school government in which they could think together on school problems and try to attack such problems with the intention of solving

them. The greatest number of votes were made toward the student council as a form of self-government. The council would meet bimonthly.

Adult Representation. Because we wanted the council to represent a genuine school effort, the committee that had acted in setting up the objectives for a student council offered to remain as faculty advisers to share in taking responsibilities for projects, etc. When the custodians heard about the forming of the council they asked for representation also.

As the work of the council proceeded we found it of great value to include the nurse, and a representative from among the cafeteria workers as well. With the addition of these representatives we later changed our name to school council rather than student council.

Pupil Representation. Each class felt that to be properly represented there should be two members, a boy and a girl, sent from each room to the council. These were to be chosen by vote of the class.

Council Procedures. A group of thirty children ranging from the age of six to twelve years, representing grades one to six, met in the school library under the direction of the council sponsor. They discussed the following:

1. What do we mean by government.
2. The purpose for having a government.
3. Who governs us.
4. How we select people for our government.

This discussion was then turned toward how we could use a school government in our own building. The representatives offered many suggestions for opportunities through which we might be able to build a fine school spirit by having groups study certain situations and problems. We could then make plans to correct or solve them. Some of these suggestions were:

1. Bus committee.
2. Playground committee.
3. Cafeteria committee.
4. Courtesy committee.
5. Welcoming committee.
6. Library committee.
7. Lavatory committee.
8. Assembly committee.
9. Safety patrol.
10. School Flag officer.
11. Cleanup committee.
12. Ride back to school committee.
13. Bus platform patrol.
14. Traffic committee.
15. Trip arrangement committee.
16. Punishment committee.

It was explained at this meeting that in order to have a legal basis for existing we would have to form a set of bylaws on which we could base

our authority. A small group of children volunteered to work on this project.

A special meeting was held to discuss the following:

1. The name of our organization.
2. The purpose for which we were organizing.
3. The officers.
4. The presiding officers.
5. The duties of the secretary.
6. The duties of the sponsor.
7. Authorities for settling difficulties.
8. Limitations laid on council activities.

The results of this discussion brought forth the following set of bylaws.

BYLAWS OF THE ROXBURY SCHOOL STUDENT COUNCIL

- | | |
|--------------|---|
| Article I | The name of our council is the Roxbury School Student Council. |
| Article II | The purpose for which the council we have formed is: the students of Roxbury School will have a say in the government. |
| Article III | The officers of the student council shall be a president, vice-president, secretary, and teacher counselor. |
| Article IV | The president shall preside over the regular meetings of the student council, with the help of the counselor and other officers. |
| Article V | The vice-president shall preside over the meetings of the student council in the absence of the president. |
| Article VI | The duties of the secretary are: (1) take the minutes of the meeting; (2) have roll call; (3) tell when there is going to be another meeting. |
| Article VII | The counselor should be present at all meetings. |
| Article VIII | The chairman of the committee should ask the proper authorities to help them if there is a problem with which they have great difficulties. By proper authorities we mean,
<ol style="list-style-type: none"> 1. Teachers. 2. Special teachers. 3. Nurse. 4. Librarian. 5. Custodians. 6. Cafeteria supervisor. 7. Bus driver—and others. |
| Article IX | All plans formulated by the council are subject to the approval of the principal. |

I trust everyone will understand that teacher-planning and direction was necessary at this point because the need for a knowledge of correct procedure in developing an organization of this type was recognized. It is here we find activities and subject matter hit a high point of correlation. The English classes played a big part in helping the children to gain knowledge in:

1. How to hold a discussion.
2. How to conduct a meeting.
3. How to hold an election.
4. How to address the chair, etc.

Initiating Council bylaws:

A. *Accepting the bylaws:* A copy of the bylaws was sent to each room to be discussed by the teacher and her class. It is doubtful if much of the material was understood by the children below the fourth grade but the teachers could see we were following the correct procedure. The sixth graders have as part of our course of study, "Our United States Constitution." This made an excellent background of knowledge for under-

standing the reason for writing such articles to suit our own needs.

B. Election of Officers and Distribution of Council Work. The officers were elected at our third general meeting.

It was decided to divide the work of the council into the following committees:

1. Safety committee.
2. Cafeteria committee.
3. Playground committee.
4. Health committee.
5. Cleanup committee.
6. Bus platform committee.
7. Special rooms committee.

Each committee was chaired by volunteers.

Induction Ceremony. The question as to how the officers and members of the council would be recognized by the teachers and other children of the school was decided by giving a school assembly. At this program each member introduced himself and told what class he represented.

Before a member of the board of education the officers made their promise to serve the student body. This board of education member then presented the president with her gavel of office. Following this little ceremony each officer and chairman gave a speech in recognition of the honor they felt the other boys and girls had placed in them.

EDITOR'S NOTE: This excellent detailed article will be continued and concluded in the February issue of SCHOOL ACTIVITIES. It certainly gives the details—the what, how, who, when, where, etc.

Career Conference Clues

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School Psychologist
Newark (Ohio) City Schools

HERMAN J. PETERS
College of Education
The Ohio State University
Columbus 10, Ohio

How do you operate your career conference? In writing about the use of the career conference, Baer and Roeber state that: "In summary, whatever the advantages of the career conference, it is not the total guidance program; it is only an auxiliary activity to the guidance services. And if it is poorly planned and managed, it can destroy the values which otherwise might come from this activity. For these reasons, the director of a

career conference has to know what he wants to accomplish and how he is going to do it."¹

Basic to the success of the career conference is satisfactory placement of boys and girls in the conference sections. This article is focused on one approach to the successful assignment of students to sections of the career conference.

Numerous requests have been received regarding the Newark (Ohio) "card system" for scheduling student "Career Orientation Day" assignments. The assignment procedures of this approach are now briefly sketched.

The Career Day is structured as a one-half day occasion involving all our Senior High students, grades 10, 11, and 12. The program consists of one general session and two career-session periods. Approximately sixty to seventy career areas are covered in some ninety separate sessions. As we consider it desirable to include all our senior high students (1,300) in the program, the problem of scheduling is a very real one.

The Scheduling System: The core of the system is the three cards sketched at the end of this article. However, other materials and procedures must be considered. The chronology of materials, cards, and procedures are as follows:

1. **Preliminary choice list of occupation.** This extensive list is presented to all students early in the year. Each student makes two choices, including write-ins, if desired. To assist choices, a career definition sheet is presented to each student at the same time. This helps to avoid "blind" choices.

2. **Preliminary tabulations:** Tabulations are then made from the "Preliminary Choice List." Areas of little interest are eliminated at this time, as are areas in which it might be impractical to obtain a qualified speaker.

3. **Room scheduling:** After the preliminary tabulation, career areas are correlated with physical facilities which result in the final room assignments. Some prediction is involved, potentially large groups being scheduled for large rooms or split into two sessions, and small groups placed in smaller rooms, etc. This prediction process proved quite workable, and it did not become necessary to make any appreciable number of changes later on.

4. **Preliminary schedule sheet:** The final schedule is duplicated with the careers in the

¹ Max F. Baer and Edward C. Roeber. OCCUPATIONAL INFORMATION. Chicago: Science Research Associates, 1958, p. 371.

order they will appear on the final program. Alphabetical order is probably most acceptable. In addition, each career session is given a number which it will keep throughout the rest of the program. This facilitates reference and further tabulation. It should be noted that two alphabetical listings are required, one each for the two career sessions. The numbers, however, run consecutively.

SAMPLE LISTING

(First Session)

2:00-2:55 p.m.

43. X-Ray Technician Room 402

(Second Session)

3:00-3:55 p.m.

44. Airline Hostess Room 313

5. *Preliminary student scheduling:* The schedule sheet is given to the students and accompanied by first and second session cards (A and B). They, then, schedule themselves into their desired career sessions by completing the session cards. These cards are then tabulated, either by sorting the cards or by paper tally of the cards in home room sequence.

The latter is probably preferable as it maintains the home room grouping and alphabetical sequence, avoiding extensive resorting. From the results of this tabulation, a final, accurate, revised schedule with necessary changes is made. Experience has shown that relatively few changes should be necessary.

6. *Final student scheduling:* The final schedule and all cards, A, B, and C, are returned to the students. Those who find that the slight schedule revision has not affected their original scheduling, simply complete card "C."

Those relatively few students who now have conflicts resulting from the schedule revision, make whatever changes are necessary on cards A and B and then complete card C. All cards are then taken up. If desired, another tabulation can now be made to check on accurateness of schedule.

7. *Final disposition of cards:* Cards A and B are returned to students in the home rooms just prior to the career day program. This reminds them of their schedule and also provides an attendance check when handed in to the teacher-host at each career session.

Card "C" is maintained by the home room teacher for reference purposes until career day. They are forwarded to the office just prior to the

career day program to provide a means of finding an individual student in case of emergency, etc.

Following career day, card "C" can be inserted in the student's cumulative folder for future guidance purposes.

Comments: Each year sees experimenting with modifications and even full-scale changes. There are disadvantages, especially the large amount of clerical work. However, the advantages of the basic system are considerable:

1. It allows a high degree of scheduling accuracy.

2. As students do their own scheduling, dissatisfaction from this source is reduced to a minimum.

3. Traffic and attendance control is complete.

4. The nature of a speaker's group with respect to grade and boy-girl ratio can be given to each guest speaker well in advance of the career day date. This also avoids the mutual embarrassment resulting from poor attendance at a session having a prominent guest as the speaker.

5. Although considerable handling (tabulation, etc.) is necessary, it is of the type that can be done by a large group in a short time, enabling use of home rooms or commercial classes, etc.

6. It allows a maximum utilization of facilities in a concentrated period of time.

This system has proved of value in the Newark system, where the program involves a large number of students, a concentrated period of time, and somewhat limited facilities.

Are these suggestions adaptable to your school?

CAREER DAY SCHEDULING CARDS

CARD A

(A)	FIRST SESSION	
Career Day		
Name:	H.R.	
.....	Last	First
Schedule No.		Title
Meets in Room No.		

2½ × 3½

CARD B

(B)		SECOND SESSION	
Career Day			
Name: _____		H.R. _____	
Last	First		
Schedule No. _____		Title _____	
Meets in Room No. _____			

2½ × 3½

CARD C

(C)		1957-58 CAREER DAY	
Name: _____		H.R. _____	
Session I: _____		Room No. _____	
Schedule No. _____			
Session II: _____		Room No. _____	
Schedule No. _____			

2½ × 4¼

NOTE: The cards are of manila stock for easier handling. Actually, the material or dimensions are not important.

Ice Skating Is Popular

MSGR. CHARLES R. FLANIGAN
Headmaster
St. Sebastian's Country Day School
Nonantum Hill
Newton, Massachusetts

Dedicated with appropriate ceremonies in January, 1958, the new Robert N. Daley, Jr., Ice Rink at St. Sebastian's Country Day School, Nonantum Hill, Newton, Massachusetts, is affording considerable healthful sport to the students. Skating is one of the favorite sports of this community and the length of the ice skating season is materially lengthened with the commercially frozen rink.

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An Ice Hockey Game

Founded in 1941, the school put its first hockey team on the ice in 1943, and since that time has played over 200 games, winning more than 60 per cent of them. Until last year, the team depended on natural ice and was able to practice and to play only during freezing weather. The new rink uses artificial freezing equipment, so that temperature rises cause no interruption in the playing season.

St. Sebastian's Country Day School consists of a lower school, comprising the 7th and 8th grades, and the upper school, comprising the freshman, sophomore, junior, and senior years. Enrollment totals about 270 boys.

"Ladies and Gentlemen of The Board of Education"

GERALD K. RANDALL
Northside Junior High School
Reno, Nevada

The following is an excerpt of a hypothetical speech made by a local teacher to the members of the board of education in defense of extracurricular activities.

"Ladies and gentlemen. Your recent legislation against extracurricular activities in our

School Activities

school has met with disfavor by our faculty and our students. I am the spokesman for our school. We are in complete agreement as to the necessity and worth-whileness of these activities. It is my job to attempt to justify the existence of these activities, and in so doing, hope that you will also see their importance.

"To begin with, we must first establish the purpose of education itself. There should be little disagreement that education is the means by which young people are prepared to take their places in society. The transition from adolescence to adulthood is difficult enough with help; without it, it is virtually impossible. It is our job, yours and mine, to help these youngsters help themselves. Our extracurricular program enables us to perform this task in the best possible setting.

"Just think for a moment, ladies and gentlemen. How much of what you learned in the regular classroom do you remember now? How much of that knowledge do you use in your everyday life? Sure, you know how to handle arithmetic to some extent; you know how to read; you have a vague idea about other countries. Obviously all of this is necessary, and it has contributed to making your life richer and more meaningful. But is that enough?

"You are composed of more than just a brain, or intellect. We are all social animals, as well as emotional, spiritual, and what have you. Think how much aggravation and grief we could have saved our parents—and ourselves—if we had been provided early with counterparts of many of the experiences we faced when we became adults. I am sure you can still remember your early awkwardness, how uncomfortable—perhaps even miserable—you felt in certain social situations. Did sitting in a regular classroom ease any of these tensions you felt?

"But suppose you had been a member of a hobby club? All of us are interested in something. Let's say you were interested in collecting stamps. You would have been in a group of people your own age who had varied interests, to be sure, but the direction these interests took is not as important as the fact that you all had a basic, common interest in which to build solid human relationships.

"And after all, ladies and gentlemen, what is the single most important fact you have ever learned? When you stop to think about it I am sure you will agree that it is simply this—the

ability to live harmoniously with our fellow man. You may phrase it anyway you like, it still means getting along with other people.

"Now—did you learn how to do this in your arithmetic class? Perhaps to some extent. Maybe you had an enlightened teacher who encouraged working together, as opposed to isolated studying. But even that was not enough, was it?

"How about that hobby club you may have belonged to, though? It was a group situation, so you had to learn how to get along fairly well anyway, or you would have been ostracized. And of course you couldn't take that. You exchanged ideas and materials; you put on an assembly program, which meant cooperation; you sold tickets, which gave you the opportunity to meet new people. The many advantages which could have been gained from this profitable association are too numerous to mention.

"The point is this. We must provide a setting for our youngsters which will approximate as closely as possible the environment they will face after they leave school.

"Our society has flourished and grown in a relatively short period of time because all the members contributed in their own way to the improvement and betterment of that society. Now they didn't learn how to do that from school books alone. These gave the proper ideals and attitudes but they did not provide in practice the habits that make these ideals and attitudes functional. These habits were learned in association with other people.

"Now don't get me wrong, I am not trying to minimize the regular classroom subjects. I have said before that they are extremely necessary. I don't think we have to belabor this point. But it is equally important to provide extraclass activities for our students. We teachers cannot feel that we are performing our function properly if we ignore these other facets of the individual.

"We must teach the entire organism, which, as we all know, is extremely complex. And with the size of present day classrooms it is very difficult to reach all parts of each and every child. But our extracurricular program will at least allow us to attempt this monumental task.

"I therefore implore you to reconsider your decision. Thank you for your kind attention."

(At its last meeting the board voted unanimously to restore the program of extracurricular activities to its rightful place.)

Great Fun For Everyone

CHARLES P. BRADFORD
Superintendent of State Parks
State House
Augusta, Maine

Dear Saint Peter, hear my prayer,
Make the snow fall everywhere;
On the mountains, everyone,
Skiing is such glorious fun!
(A "snow bunny's" prayer from Germany)

Even though you may not be a snow bunny, ski bum, or rider of the slippery slats, there are many ways for you to get a lot of pleasure out of skiing. As a teacher, you do not have to ski to find your place in skiing—but it's more fun.

Like any sport, skiing requires organizing, events need programming, scoring, and timing; and there's always lots of pictures to be taken of the events and the fun. Skiing, unlike many sports, is not limited to the school years. Many start skiing before starting school and it can be enjoyed at any age.

Skiing is a natural for Maine schools. Many schools have their own ski club. Others, like the "Abnaki Ski and Outing Club" of Augusta, Maine, include all ages.

Most ski clubs have some form of junior program. The annual Abnaki Ski Skill is held each winter. All grammar school youth from surrounding communities are always welcome. A simple, effective control and score sheet has been worked out. It's amazing how much skiing youth can absorb in half a day.

It is a gala field day for young and old, skier



Snow, Sunshine, and Skiers

and nonskier. The registrars, the scorers, the spectators, and shutter-bugs all have a marvelous time.

Along about high school age some will want to take a more active part. For these, there are ski club activities and high school and college winter sports teams.

For those of real serious intent there are the Junior Nationals and other major competitions to which they can aspire. One spring the Junior Nationals were held in Nevada. Maine is very proud of its eight representatives who participated on one year's USEASA (Eastern) team. This was the largest representation of any state from Eastern's 13-state territory. These young skiers are going on to win greater glories for themselves and Maine.

Much of this resulted from the excellent junior skiing program at Farmington, where the majority of Maine's junior skiers receive their training.

The greatest benefits to the greatest number exists, however, in the field of recreational skiing. While it may lack the color and thrills of competition, it offers many things in which we are most deeply interested.

Here the family units, or club groups, of all ages and interests can enjoy the winter season as much as any of the others. Not long ago, on top of Cannon Mountain, New Hampshire, we found two family groups of three generations—each enjoying the spring skiing and March sunshine.

With the longer week ends and the increasing popularity of winter vacations, the use of leisure time is of increasing importance the year-round. If you know of any unused equipment, try to get it into the hands of someone who will use it. A good way to do this is to organize a barter shop. If you have any questions, the nearest ski club will be glad to help you in any way possible.

Don't let distance be a barrier. A ski club on the Gulf of Mexico wanted to join the Eastern Ski Association instead of the Central Ski Association, where geography located them, because they do most of their skiing in Vermont. The largest ski club that the writer knows of is in the Nation's Capital, with over 700 members.

For the first time in 37 years the U.S. Eastern Amateur Ski Association convention was held in Maine. During April nearly a thousand skiers

from 240 ski clubs, representing one million skiers from 13 states, converged in Portland, Maine. Maine residents are hoping they like

Maine and return again and again to Vacationland—to fish, to camp, to hunt, and naturally, to ski.

"Students acquire knowledge of the community, state, nation, and the world through modern communication media—newspapers, magazines, radio, TV."

Historical Concept of High School Journalism

HISTORICALLY, THE CONCEPT OF HIGH SCHOOL JOURNALISM has changed since the first publications were founded in the early half of the nineteenth century. Emphasis has varied and journalism has included activities both within and without the curriculum. The subject has been looked upon variously as motivation of advanced composition, as applied composition, as newspaper study, even as vocational study.

When journalism was conceived only as applied composition, there was probably some justification for limiting the title of the secondary school work as "journalistic writing" or "news-writing." Certainly a more inclusive term is now indicated in view of the areas included in course work labeled journalism.

It is a rare school that does not have its own student publication, but few schools have specially equipped journalism rooms and laboratories. Despite the long strides that journalism has made in the last quarter century, the subject has a long way to go before it touches many students in the high schools except through the columns of the school publication.

Journalism's relationship to the rest of the curriculum has, in practically every instance, been through the English classes. But since newspapers are concerned with mankind's relationships, journalism itself must be construed as a social science. Joseph Roop stated the case for teaching journalism in connection with the social science classes when he said:

There are a number of reasons why a social science teacher might be better fitted to handle high school journalism. For one thing, a large part of the subject matter in a properly conducted high school journalism class belongs in the field of social science, not English. What the student needs is not training in writing news stories so much as the knowledge of the working of the press—its relation to the average citizen. The high school graduate must live in a world of printed matter, so why not give him some training in finding his way about in this mystical world.¹

Dr. J. W. Edgar, State Commissioner of Edu-

ALAN SCOTT
School of Journalism
University of Texas
Austin 12, Texas

cation in Texas, echoed this feeling when he was a high school teacher in 1936. Writing in *The Texas Outlook*, Dr. Edgar declared:

Journalism in this school (Mirando City High School) is carried as a social science and is not hung onto English, with public speaking and other subjects. A social science it is, too, because it deals with the study of the development and functions of a public institution—the newspaper. In so doing it becomes a study of the customs, actions, beliefs, and principles of a people, and ultimately of life itself.²

There have been suggestions that journalism be correlated with history and with literature by having students make interviews with historical characters, write news stories of battles that have helped shape our destiny.³ One author indicated a tie-up between the journalism classes and the vocational classes would be beneficial.⁴ Through the years there has been much written in regard to the possibility of correlating the work of journalism with that of another department in the high school. This feeling was expressed by Lambert Greenwalt when he said:

No other course is so well fitted to meet the modern tendency for "fusion" courses. It fits well into the work of civics, economics, history, English, problems of democracy, and other accepted secondary school courses.⁵

Since the newspaper, the radio, the television set, and the motion picture screen are so important in today's world, there must be some place in the secondary school curriculum where these channels of communication can be studied objectively. Carl Towley made this point:

In a world where 75 per cent of the people are under some sort of government censorship we in America are particularly fortunate. Today's teacher must make today's students realize that all forms of communication represent a point of view and that sources of information must be carefully evaluated. The natural place for this to be done is the journalism course, which today includes the study of most of what might be termed "communications." The development of habits of critical thinking is one of the most important phases of our present school program.⁶

The picture of early school journalism instruction is confusing because of the novelty and lack of agreement on what the course should contain. Today the situation is fairly well crystallized. More and more the work of the journalism teacher, and the outlines of what should be taught have developed with recognized aims and generally-accepted principles of education—even though printed courses of study in the subject are not plentiful.

Much of the ideology concerning the journalism course is still blurred, but evidences of proper teaching procedures are becoming evident. It must be remembered that secondary school journalism remains a difficult subject to classify, and it is hard for many high school administrators to accept the fact that the subject does not fit into any of the convenient educational patterns.

While there are comparatively few established courses of study, a great amount of work has been devoted to those which do exist and to many which have remained local or regional. National and state associations have appointed committees to bring forth a course of study for journalism; state departments of education have developed a few; and the writers of textbooks for high school use have, in some cases, included a passable course of study.

There is considerable variation in the existing course programs. In some the science relationships are emphasized and the compositional aspects are underplayed. In others the subject is considered a medium for expression and training in language tools, neglecting study of community and national problems as reflected in the press.

If there is one thread of similarity in the existing courses of study which the writer uncovered it is the principle that the modern high school journalism course should *not* be treated as a vocational subject. Rightly, the course is conceived as an area for encouraging interest in expression rather than a training course for students who expect to go into communications work.

In the attempt to secure existing courses of study for journalism, the writer in 1953 and 1954 corresponded with the chief state school officer in each of the forty-eight states and the District of Columbia. Letters were also sent to the chief school executive in forty-nine large cities in the United States—those with a population of 175,000 or more. Furthermore, contact was made with forty-seven scholastic press associations.

Only four states—Connecticut, Montana, Nevada, and Pennsylvania—indicated that a course of study did exist, and in every instance the correspondence indicated the material was either out of print, out of date, or out of stock. It is readily apparent that development of a course of study for journalism has not been the concern of the state system, and that when the central organization did give attention to this area of curriculum such attention was inadequate and short-lived.

The situation in the large cities is not unlike that of the state departments. Only three cities, Cincinnati, Indianapolis, and Baltimore, have a course of study for journalism which is used in the high schools of those cities.

The most complete response was received from the scholastic press associations, yet again there was little evidence of a formal course of study being supplied by the association to its members.

If one may generalize, the usual high school course seeks to achieve two aims:

1. An understanding of the functioning of a typical newspaper.
2. The development of certain specific skills associated with newspaper work—skills like news story writing, interviewing, proofreading, page makeup, feature writing, and several others.

Since most high school students who take journalism courses are going to be readers rather than makers of newspapers in their adult life, the journalism course should provide the opportunity to make students more critical and more intelligent newspaper readers. Work in the journalism class should endeavor to teach students enough about the major aspects of newspapers to enable them to perform effectively on high school publications, but perhaps much more important, the journalism class should strive to make these students keener observers and listeners than most of our population turns out to be.

It should not be the purpose of a course of study to lay down rigid rules and procedures to be followed in the teaching of high school journalism. The nature of the subject itself precludes such rigidity. The purpose of a course of study should be to point out general standards and to act as a guide for the instructor of journalism and the supervisor of high school publications.

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Who Should Get The By-Lines?

ERWIN F. KARNER
State Teachers College
Dickinson, North Dakota

By-lines are an important fixture on the school newspaper. They distinguish the cub reporter from the experienced reporter; and the good reporter from the poor one.

When a particular reporter's by-line keeps reappearing issue after issue, the reader can be sure that that reporter is destined for greater things.

When no other awards are available, by-lines are usually enough incentive to motivate the staff to greater accomplishments.

Which stories should be by-lined?

Actually, the school newspaper staff can have a fairly definite set of rules governing by-lined stories. This set of regulations might look something like this:

1. All feature stories must be by-lined. This is only standard journalism practice. In a feature story, the reporter does more than report. He interprets and gives impressions. The reader must have some way of identifying the story with an individual.

2. Any lengthy story about an important event, project, or activity should be by-lined. Why? Such a story usually represents a good deal of work by the reporter. He has contacted a number of people in order to put this story together. No doubt, what he has put together represents material which no other single individual has available at his fingertips. This deserves some recognition.

3. A continuing project by a reporter warrants a by-line for most, if not all, of his stories. Suppose the reporter covers the developing plans for Spiritual Emphasis Week. This work will span a period of five or six months. His early stories need not carry the by-line, but his later ones, written as the event approaches, definitely should have them.

Again, this reporter has put much work and effort into the gathering of material for his stories. He must see many people, and perhaps even serve on the committee which is planning the event.

4. Any story about a highly controversial campus matter should carry a by-line. The reader will want to know who is serving up to him the facts upon this matter. Furthermore, the reporter cannot help but select facts, render judgments, and give opinion. This makes a by-line necessary.

5. Any special piece other than a feature story should receive a by-line. Special projects are usually of the creative nature. The piece not only requires much work, but also represents an original creation.

6. Any regular column or feature of the paper should be by-lined. This is just good journalism practice.

With a guide such as this, the editorial staff of the school newspaper should have no trouble deciding when to give by-lines and when not to. Most important, however, the editorial workers should not overlook the giving of a by-line when sending copy to the printers. This is easy to do, and happens only too often on school newspapers. This is unforgivable!

Hardworking reporters should be rewarded, and the giving of by-lines is the best immediate way of doing this.

The School Paper, A Yearbook, Too

WILLIAM E. BOOTH
Superintendent
District No. 5, Cole County
Eugene, Missouri

Our school newspaper the Cole R 5 "School and Community" is an eight-page monthly publication. The pages are ten by fifteen inches, four columns to the page, set on a twelve-em slug. We emphasize pictorial reporting with numerous type-high cuts on a hundred screen half-tones. The paper will carry approximately 364 inches of galley type.

We usually sell about 140 inches of advertising or somewhat less than one-third of the

column space. The over-all cost of production is around \$90 per issue. We print eight issues per year. We purposely keep the subscription price low in order to encourage wide circulation. We distribute the paper to all patrons in the district free of charge. The paper is mailed to all schools in our area on an exchange basis.

The paper is produced by the Publications class of the high school. This is a laboratory class in English, under the regular English teacher, who meets the State qualifications in journalism. Students sell the advertising, do editorial writing, news writing, feature stories, and pictorial procurement. We often print initialed articles. This is good motivation as the students are proud to take credit for a good article of their own production.

This class is self-motivating. It is the workshop for the use of real, live English. It creates a sense of pride in accomplishment. It creates a desire in the student to do his best in order to get complimentary reaction from his reader public. He must use good English in sentence structure, diction, punctuation, and spelling. Copy is written, proof read, and rewritten until it is approved by the sponsor.

We print and distribute approximately 1200 copies. One copy goes to each home in the district at no cost to the parents. This is a first class public relations medium. Many families commute to nearby centers for daily work. They seldom have the opportunity to visit the school. This publication mirrors the organization and activities of the school into the homes. We know it is appreciated and effective by the inquiries from homes when a copy fails to reach its destination.

The actual work of make-up captions, and heads is done by the staff under the supervision of the sponsor. The staff personnel is rotated by semesters in order to give wide participation to interested students in the practical phase of journalism.

We are active members of the Missouri Inter-scholastic Press Association and the Quill and Scroll. We take the Publications class to the annual convention held at the School of Journalism of the University of Missouri annually in November. This is an informative and broadening experience for the members of our Publications group.

We set aside approximately 200 copies of each

issue for the purpose of making school yearbooks at the end of the term. When the eighth issue is off the press in May we print a cover on good quality stock. (This cover usually carries pictures of the buildings or an important school scene.) We bind the eight issues within this cover.

Since we print many pictures during the year we feel that this bound volume of monthly issues makes a good school yearbook. It has superior value over the conventional type yearbook in that the student may turn back to memories of his school days twenty years hence and not only view the pictures of school events but reread the complete account just as the event was recorded at the time.

NOTE: This Superintendent has been sponsoring this type school paper for thirty years. He feels that as a medium of public relations, laboratory English, and inspired motivation it is unexcelled. They have used it equally successfully in communities which have or do not have a weekly newspaper.

Among The Books

SURF FISHING. By Vlad Evanoff. Copyright 1958. Cloth, 120 pp., \$2.95. Published by The Ronald Press Company, Book Publishers, 15 East 26th Street, New York 10, New York.

"Fishermen will always be telling fellow anglers—and anyone who will listen—about the one that got away. But when it comes to revealing any of their hard-learned 'secrets,' they suddenly get tight lipped or become quite vague.

"In this book, however, a veteran angler tells all. To help others get results in the shortest possible time the author describes freely and fully everything he has learned in his many years of surf fishing."

The book is well illustrated with drawings and photos; and discusses various factors which affect surf fishing—wind, weather, water, tides, food supply; shows how to locate game fish off sand beaches, jetties, breakwaters, and around rocky shores.

Information and data are given under the following chapter headings: Conventional Tackle; Spinning Tackle; Casting; Lures; Natural Baits; Wind, Weather, Water, and Tides; Fishing Sand Beaches; Fishing Rocky Shores; Fishing Jetties and Breakwaters; Striped Bass; Channel Bass; Weakfish and Bluefish; Other Surf Fishes; Angler's Workshop; Sportsmanship and Conservation.

ASSEMBLY PROGRAMS

for February

SCHOOL PUBLICATION

Yearbook and Newspaper Staff

There is no department in school which needs your support more than does the Publications Department. Their expenses are staggering; and the amount of work done by students who register for Journalism is great. They must sell ads for their paper and their yearbook. This revenue must be raised by various types of money-making schemes.

One such scheme is to sell Valentines. Each year the student body is warned well in advance of St. Valentine's Day of the opportunity to pay court to that favorite boy, girl, or polish the old red apple for some teacher.

There are singing frills and lace with candy ornaments on them. The advance publicity and the assembly preceding Valentine's Day spells the success or failure of the venture.

Among the various ideas which have been used to present the idea in assembly, was a very pretty skit of a serious nature.

The skit was short but it was beautifully planned, staged, and costumed. It showed costumes in review, from the days of hoops, down through the bustle stage, to the days of World War II, and the gay bursting of the heart of the huge Valentine which had formed the background.

From this heart emerged a boy and a girl beautifully costumed and made-up. They closed the program with a waltz clog, rhythmic, graceful, and original, with the girl who planned the dance for a dancing instructor from whom she took lessons.

Outline:

Presentation of Flag Officers of Quill and Scroll
Publicity for the sale of Valentines

This commercial should be well-planned and who is in a better position to write good copy than a journalism student!

Valentines—Yesterday's and Today's

1. Colonial dress
(Appropriate music for each)
2. Civil War dress
3. Gay Nineties attire
4. World War I
5. The Fabulous Twenties
6. Valentine, the same Yesterday, Today, and Tomorrow

ALBERT B. BECKER

*Western Michigan College
Kalamazoo, Michigan
et al.*

LINCOLN'S BIRTHDAY PROGRAM

Department of History

Suggested Scripture: John 14:1-6 and John 8:32

Most students have heard the name Abraham Lincoln since they were able to understand words. Many of the stories, anecdotes, and jokes about Lincoln are familiar to everyone.

Yet this folklore about him will bear retelling and may be used effectively on assembly programs. There is ample material available for use in developing assembly programs on Lincoln.

His early education, boyhood activities, and adventures offer excellent opportunities for student groups to prepare dramatizations, sketches, and playlets around these subjects. The following outline might be suggestive:

Song—"America, The Beautiful."

Student Recitation—"Abraham Lincoln."

Poems—"Lincoln, The Man of the People," by Markham; "Abraham Lincoln," by Bryant.

Reading of Lincoln's "Gettysburg Address" by a student.

Playlet—"Traits of Lincoln's Character"—Honesty, kindness, perseverance, and bravery. (This is to be written and presented by four boys.)

Poems—"Abraham Lincoln Walks at Midnight," by Lindsay; and "A Farmer Remembers Lincoln," by Bynner.

"The Lincoln Memorial" at Washington, D.C., would be a fitting topic for a short talk.

The Dramatic Club might give dramatizations of interesting events in the life of Lincoln.

Orchestra Selections—Patriotic Medley.

"O Captain, My Captain," by Walt Whitman, with musical setting by Stillman Kelley.

Salutation to the Flag.

Song—"The Star Spangled Banner."

Of course this outline consists of the same old material which many schools have used over and over again. A program of an entirely different type might be more appropriate. By using historical characters associated with February, the idea suggested by the following article could be developed into an interesting program:

Part I. Uncle Sam, acting as master of cere-

Yes,
and
on
by a
is

**GOOD PRICES
GOOD SERVICE
GOOD CUTS
GOOD FIRM
GOOD NEWS for YOU**

Guaranteed Printing Plates by a 39-year-old Engraving Firm with a good reputation, operating a Union Shop with Experienced Union Craftsmen. Quality always; Speed when you need it.

PRINTING PLATES					
SIZES. SQUARE INCHES IN CUT	ZINC HALFTONES 65-75-85 or 100 SCREEN		ZINC ETCHINGS (SHADED CUTS 10% EXTRA)		COPPER HALFTONES 120 or 133 SCREEN MOUNTED
	UNMTD	MNTD	UNMTD	MNTD	
1" 4"	1.15	1.20	1.25	1.40	2.75
10"	2.15	2.30	2.35	2.60	5.25
20"	3.75	4.00	4.10	4.45	7.20
50"	7.10	7.15	7.80	7.90	11.50
75"	9.15	9.20	10.15	10.85	14.95
100"	10.90	11.60	12.20	13.00	17.60
OTHER SIZES AT PROPORTIONATE RATES. WRITE FOR COMPLETE PRICE LIST. WE DO NOT PAY POSTAGE • PRICES ARE NET ALL ENGRAVINGS ARE FLUSH MOUNTED					
ART. WORK • MATS • ENGRAVINGS • PLAQUES • STEP & REPEAT PLATES FLUOROGRAPHIC HALFTONES • COLOR PLATES • 4 COLOR PROCESS ENGRAVINGS IN OUR 39th YEAR • UNION SHOP • SATISFACTORY WORK ALWAYS GUARANTEED					



100 SCREEN ZINC HALFTONE
5 SQUARE INCHES
UNMOUNTED \$1.30 MOUNTED \$1.40

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monies, introduces various characters. The Indian speaks of wondrous scenes, wide expanse, natural wealth, and the first possessors of our country. A Pilgrim talks on liberty and freedom. An Italian girl speaks of America as the "Land of Opportunity." Soldiers and Sailors enter and lead in singing "Columbia, The Gem of the Ocean," and "America, The Beautiful."

Part II. A minuteman talks about the Old Colonial Flag, showing pattern of the pine-tree banner. Benjamin Franklin explains the origin of the "Stars and Stripes" from the Washington family coat of arms. Betsy Ross, in pantomime leads the singing, and with others acts out the words of "Betsy and the Flag."

SPEECH ASSEMBLY

Speech Department

Suggested Scripture: I Corinthians 13

In this thirty-minute assembly, the Ten Commandments of Speech form a basic theme. An extemporaneous speech entitled "Speech Marks the Man" is the first number. It is followed by an interview on "Why Take Speech." The first speech emphasized the general aspects. The interview presents the personal angle.

Dr. E. C. Buehler in his book, "You and Your Speeches," has ten commandments of speech that children like to present in programs. The first commandment is: "Be Yourself." Pupils show how speakers break the rule. It does not take the audience long to see through sham and insincerity in a speaker.

"Say something worth-while" is the second commandment. The students may read cuttings from the world's best orations. The emcee points out why great speeches have stood the test of time.

"Speak from the heart" is number three. A committee of students used Dr. Buehler's suggestion for dramatization. Other illustrations can be devised.

"Don't Apologize" is always humorous. Boys and girls imitate the apologetic speaker who states, "Unprepared as I am."

Number five, "Be Friendly," as illustrated with Mark Anthony's scene from *Julius Caesar*. On this presentation the basic principles of pantomime were shown.

"Talk With the Listener" as demonstrated by contrast. A scolding type of speaker emphasized why we should buy government bonds. He was followed by a good speaker who talked of government as a possession of mankind.

Eighth is "Make your ideas sound important." Attitudes, grammar, and manners were demonstrated.

Ninth, "Be the Leader" was a skit showing audience response to a poor leader. Dr. Buehler's,

YOU and YOUR SPEECHES

by E. Chris Buehler

Director of Beginning Speech Program
University of Kansas

Written for the student. A brief, clear, and
inspirational guide to speech and speechmaking.

A sound, sensible approach for the beginning
student. A real confidence builder.

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and Junior Colleges.

274 pages — 1950 Revised Edition

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THE ALLEN PRESS

1041 New Hampshire Street

LAWRENCE, KANSAS

"Stand tall, walk tall, and talk tall" were demonstrated by a chalk talk.

Ten, "Start and stop on time" was illustrated by a large clock.

Songs were introduced. In reality, the program was a sugar-coated lesson in the basic principles of speech. Other authors' contributions are appropriate.

Life adjustment booklets in "How to be a Better Speaker," written by Bess Sandel, Chicago University lecturer, furnish ideas for script writers.

A demonstration on breath control can be shown by a candle. Speaking Hamlet's "Advice of Players," the student shows how the breath moves the flame but does not blow it out. Principles of pantomiming can show the right and wrong way of movements.

One-act plays can be used with a director telling the audience a few simple stage rules. Best results are gained by two casts—one showing poor forms and the other the best. A good play for this is an adaptation of Hawthorne's short story "David Swan."

Results of a Survey of
THE ELEMENTARY SCHOOL ASSEMBLY
Thirty-eight elementary school principals,

chiefly in southwestern Michigan, replied to the questionnaire. The schools represented ranged in size from 235 pupils to 1480; the average size was 561 pupils.

WHO IS RESPONSIBLE FOR PUTTING ON ASSEMBLIES?

Principal	23
Classroom teacher	4
Teacher committee	7
Teacher-pupil committee	2
Music teacher	1
No one	1

SCHEDULE OF ASSEMBLIES:

Regularly-scheduled assemblies ..	17
Not regularly-scheduled	21
Range of frequency:	
3 per year—1 each week	
Average number	10
Median number	9

ASSEMBLY BUDGET:

Schools having no budget	34
Schools having a budget	3
Amount budgeted: \$25; \$90; \$240.	

USE OF PAID SPEAKERS OR PERFORMERS:

18 schools used 0
11 schools used 1
5 schools used 2

1 school used 3
 1 school used 4
 1 school used 5
 Amount paid:
 15 schools paid an average of \$68
 per year

Range: \$15—\$300.

USE OF COLLEGE STUDENTS FOR PROGRAMS:

Schools using college students 4
 Schools not using college students 34
 A few used student teachers.

USE OF FACULTY MEMBERS FOR PROGRAMS:

No reply 5
 No faculty members used 18
 Faculty members used 15
 Average number of programs 5
 Range: 1 program to all programs.
 Grades or departments used:
 7 used teachers of all grades.
 3 used music teachers.
 2 used recreation teachers.
 2 used 6th grade teachers.
 1 used safety patrol teacher.
 1 used dramatics teacher.

STUDENT-PROGRAMS:

No answer 4
 1 school had 0
 5 schools had 3
 1 school had 4
 10 schools had 6
 3 schools had 8
 6 schools had 10
 1 school had 12
 1 school had 14
 2 schools had 18
 2 schools had approximately 27
 1 school had 30-40
 Average per school 9.5

Student groups used:

Classes 24
 Band 24
 Home rooms 19
 Chorus 18
 Student Council 12
 Orchestra 12
 Dramatics 10
 Athletics 6
 Safety Patrol 2
 Public Speaking 1

EXCHANGE ASSEMBLIES:

29 schools had none
 9 schools had one or more

PROBLEMS CONNECTED WITH ASSEMBLY PROGRAMS:

Limited facilities 14
 Adjusting programs to range of
 pupils' ages and interest 10
 Time conflicts 6
 Lack of teacher-interest 2
 Helping children speak in
 auditorium 2
 No money 2
 More creative use of pupils 1
 No problems 4

What You Need

BOLD JOURNEY GUIDES AVAILABLE

More than 80,000 classroom teachers across the country have been using a television program to open a window on the world for their students. "Bold Journey" is a weekly after-school documentary film series sponsored by the Ralston Purina Company. Films are made and narrated by scientists and explorers who have made expeditions to many of the world's faraway places.

Teachers' guides for the program were sent last year on request to educators who were interested in using "Bold Journey" as a teaching resource.—Ohio Schools

FIRE PREVENTION

Films on fire prevention are available free from the National Board of Fire Underwriters. "Before They Happen" (16 mm. color and black and white, 14½ minutes) tells how to keep fire hazards out of homes. "Crimes of Carelessness" (16 mm. and 35 mm. black and white, 10 minutes) depicts the appalling loss of life and property from fire. "The Torch" (16 mm. color and black and white, 10 minutes) is a humorous color cartoon showing human carelessness.

The films are distributed from the Bureau of Communication Research, Inc., 13 East 37th St., New York 16, N.Y.—School and Community

If you want a FOREIGN JOB or PEN PAL

you are advised to advertise in—

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News Notes and Comments

Organize Student Council Committee

A unique development at the Island Trees High School, Island Trees 2, Levittown, New York, has improved the efficiency and effectiveness of its Student Council. This has been the formation of a group known as the Student Council Executive Advisory Committee, with the primary function of holding preliminary discussion on council problems before they are actually presented to the larger body.

Composed entirely of volunteer students, many of whom are experienced council workers, this group is scheduled as a class and meets once every week under the leadership of the Student Council vice-president and a faculty adviser. Members will form the nucleus of most council working committees. Early meetings were concerned with such issues as organization of the council, election of representatives, school store sales, and issuance of Recreation-I.D. cards.

Praise School Safety Patrols

More than 14,000 boys and girls will serve as members of Maryland School Safety Patrols, helping to protect the lives of schoolmates at street crossings during the current school year. Over the nation as a whole, the membership of the Safety Patrols number more than 660,000 boys and girls.

Paying tribute to the Patrols, Theodore T. Pantaleo, Jr., Safety Director, Automobile Club of Maryland, pointed out that since 1922 when the program was inaugurated, the traffic death rate of school-age children has dropped to nearly one-half, while the death rate of all other age groups has doubled.—The Maryland Teacher

Physical Education Day for Girls

A Physical Education Day for high school junior and senior girls interested in physical education, health education, or recreation as a career was held at the Arnold College Division of Physical Education, University of Bridgeport during November. Opportunities for women in the field of physical education were discussed. Program activities also include participation in sports, folk dancing, gymnastics, and dinner.

Games, Competition, Fun

"I became convinced more than ever that games, competition and fun are essential to teaching," said Mrs. Milton Schlehuber, mother of state and national spelling champion, Jolitta, in the

"Kansas Teacher." Spelling might be considered as curricular in the schools—but games, competition, and fun are the very essence of sports, intramurals, athletics, publications, music, speech, dramatics, assemblies, recreation, clubs, and the many other extracurricular activities.

Teen-Age Driving Curb

A strong recommendation that teen-agers under 17 be prevented from obtaining driver's licenses was made by a group of educators and safety officials recently at the Third National Conference on Driver Education at Purdue University. There would be one exception: 16-year-olds who have completed an approved driver education course in high school and who subsequently pass the state-approved test.—Kansas Teacher

When There's a Will

The children of Ft. Huachuca, Sierra Vista area in Arizona were without an adequate activity program. Attending High School 40 miles away in Tombstone, left little time for extracurricular activities according to Thomas Warbel in "Arizona Teacher." A group of local citizens became interested in the plight of the youngsters and organized themselves into a Central Youth Association. They elected a president and a board of governors and set out to help their boys and girls.

The first action of the Association was the organization of a teen-age club, which was run primarily as a group activity. The Teen-Age Club has provided the children with a new interest. The coordinator gives the members the privilege of planning and carrying out their own programs. Among their activities are dances (both formals and hops), table tennis, horseback riding, bowling, discussion groups, music appreciation, and field trips. These activities fulfill the requirements of an extracurricular school program, which the 80-mile-a-day travel precludes.

Cheerleading Clinics

This is the third consecutive year that the Ohio High School Athletic Association has sponsored State Wide Cheerleading Clinics. Prior to 1956 these Clinics were sponsored on a local or sectional basis. In 1956, 1,800 cheerleaders and sponsors spent a most profitable day in the Ohio Union at Ohio State and 1,000 others met elsewhere in the state. In 1957, 2,300 met in Mershon Auditorium at Ohio State and 1,000 others met

elsewhere (Canton and Cincinnati). Both years, late entrants had to be refused admission.—The Ohio High School Athlete

You Can Bank on the Children

A total of 5,177,000 school children had \$181,195,000 on deposit in their school savings accounts at the end of the last school year, reports the American Bankers Association. School savings systems are in operation in thirty-seven states. As a further means of encouraging thrift and building better understanding of banking, many banks cooperate with schools in arranging bank visits, talks, movies, contests, and distribution of publications among pupils. Some also help their local schools plan classes in money management.—National Parent-Teacher

Last Call

About 600 animal species are now in danger of extinction, warns the International Union for the Conservation of Nature. Epidemics, predatory animals, the spread of civilization, and "human stupidity" take a big toll among our wildlife. But many of these disappearing species can still be saved, say Union officials. In this country, for instance, conservation-minded groups, with the help of government reserves, have rescued from extinction the wild bison, the trumpeter swan, the blackfooted ferret.—National Parent-Teacher

Health and Spirit Are Important

Well organized high school athletic programs help to teach young people moral and spiritual values, provide wholesome recreation, build vigor, and improve skill, strength, agility, and endurance. Athletics also provide an excellent means of teaching the values of competition and cooperation. In addition, they can help players learn how to win gracefully and to retain their poise in defeat. But the desire to win must never be allowed to take the fun out of athletics nor cause neglect of the basic safeguards to health.—Dr. Rhea H. Williams; Interscholastic Leaguer

Outdoor Education

School camping, another emotionally charged activity, a dynamic enterprise, is on the horizon and is becoming increasingly important in elementary and secondary schools. If physical educators will contribute their resources to this undertaking which benefits the majority of boys and girls, then parents and administrators will more readily recognize the worth of physical education. It follows that once the importance of service to the majority is established, then improvement for the class program of physical

education will be simplified.—Charles M. Land; The Ohio High School Athlete

Printing Film

A new full-color 16 mm. film prepared by the Education Council of Graphic Arts Industry deals with printing as an occupation, and is available free for use before community groups.

The 20-minute document is aimed at encouraging more young people to enter the printing craft. The film may be reserved from Crown Zellerbach Corporation, Regional Printing Paper Division, 36 South Wabash Avenue, Chicago 3, Illinois.—School and Community

Cross Country Is the Answer

Any high school large enough to participate in interscholastic basketball can field a cross country team, according to George L. Henderson in "Illinois Education."

Many high schools face the problem of providing a new fall sport for their athletes—schools too small to include football or baseball, schools forced to drop football or baseball, and larger schools seeking a fall sport to supplement football.

Cross country needs only five participants per team; it is possible to use as many as seven. Individual as well as team performance is stressed. Varsity runners compete over a two-mile (approximately) across-country course. . . .

Roller Hockey Teams Compete

The tournament for the Texas Roller Hockey Championship was held at the White Rock Roller Rink with Lubbock Roller Hockey Team winning the championship. Spectators were treated to an abundance of color during the day's action. The games contained many beautiful pass plays and some almost impossible stops by the goalies. Speed was provided by the teams employing the fast break offense and hard shooting, by some players, made the ball look like a white blur. The interest shown by the attending spectators strengthen the belief that roller hockey will soon become a nationally recognized sport.—Skating Reporter

Students Write Prose

Just off the press is a new booklet sponsored by the St. Joseph Women's Press Club. Contained in the book are samples of prose by students in the city's high schools. The entries range from stories about school life to one on how to train a dog and another on the value of voting.

Thirty-eight of the best entries are printed in the booklet, and honorable mention is given several others.—School and Community

How We Do It

CONSERVATION EDUCATION IS PROGRESSING

The efforts of the Beaver County Sportsmen's League as a unit, and the efforts of many of the individual clubs toward conservation education have recently been carried out in many different ways. One club, the Beaver Area Sportsmen, Inc., circulates a monthly newsletter which deals with news of their club and important issues involving conservation principles.

Seventeen of nineteen clubs in the League maintain ten or more subscriptions to the *Federation News*, the official organ of the Pennsylvania Federation of Sportsmen's Clubs, and two clubs can boast of having 100 per cent subscription to the *News*.

Several of League's member clubs subscribe to the *Game News* and the *Angler* for distribution to various school libraries. Some clubs have purchased complete sets of the late Dr. R. W. Eschmeyer's "True Life Series" for placement in school libraries. These very fine books, written in language readily understood by youngsters, have been placed in many sixth and seventh grade libraries.

Our County Sheriff is an active member of our League and constantly shows movies of his hunting and fishing trips at various gatherings. Each of our local clubs show outdoor and other conservation movies at their regular monthly meetings which are open to the general public.

Some of the clubs have gone beyond their own clubhouse to show educational conservation movies to P.T.A., Boy Scouts, Girl Scouts, and other interested groups outside the realm of sportsmen's clubs.—Elmer Anderson, Public Relations, Beaver County Sportsmen's League, 1919 Glen Road, Aliquippa, Pennsylvania

GETTING BETTER BASKETBALL GAME MOTION PICTURES

In the March, 1956, issue of *SCHOOL ACTIVITIES*, (Vol. 27, No. 7, pp. 223, 224) is a description of how student photographers can help the football coach by taking slow-motion motion pictures of the gridiron sport. Many high schools are now taking these valuable film aids for the coaching staff and squad.

This same group of student photographers can now help the basketball coach by taking analytical

movies indoors. Some recent developments have encouraged schools to take these films where it would have been impossible a decade or so ago.

Better lighting in gyms is a big help. Many schools are building additional facilities or new buildings. With this better illumination, it is possible to take good movies with the available light.

Coaches in older plants can have good movies too. The past few years have seen the development of faster films and larger openings for camera lenses. We have used DuPont 931A film with excellent results when filming indoor basketball games. The other improvement is in the lenses used to film a game.

Prior to World War II an f/1.5 lens was unheard of for the moving-making equipment used by schools. Now it is possible to get even larger openings on lenses. An f/1.4, f/1.1, and even an f/.095 opening can be used where there is a limited amount of light available.

School board members and athletic directors should realize that basketball games are not to be played in gyms with lighting better suited for the Junior Prom. Adequate lighting can help the players, spectators, and cameramen.

High school games can be filmed at 24 frames a second and projected at silent speed of 16 frames a second. The basketball coach might also use the analyst type projector if the school has one for the football coach. This projector will operate at an even slower speed without flicker.

High school basketball games, with eight minute quarters, can be filmed with 800 feet of 16 mm. film. The camera position should be at or near mid-court. It is better to have some elevation. The device used by the janitors to change the light bulbs in the ceiling can be used to take the movies.

Keeping the cameras wound up is a big problem in filming basketball with a spring-driven motor. It takes about 24 seconds for the camera to run down. It is amazing, however, to notice how often it is possible to rewind the camera during intervals of the game. The camera can be rewound on fouls, out-of-bounds violations, jump ball situations, and after a basket is scored. It should not be too difficult for an alert student camera crew to keep up with the action.

As with football game movies, rapid processing of basketball films is desirable. Follow the

same procedure as used with the fall sport in getting the film back to the coach.

Basketball films have proven helpful to colleges and the professional teams; they can also help the high school team. The coach can show errors over and over again. The film is also helpful in scouting, as the teams usually play more than once during the season in basketball.

One of the recent developments has been the use of analytical moving pictures to study, analyze, and correct form in athletics. We have found that with a little help and instruction students on the high school level can be a big help to the coach and team by taking these valuable slow-motion moving pictures.—Dick Flanagan, St. Peters Prep School, Jersey City, New Jersey, and Harold Hainfeld, Roosevelt School, Union City, New Jersey

EDITOR'S NOTE: This article was contributed for publication in *SCHOOL ACTIVITIES*. Permission will not be granted to reproduce it in other publications.

THE RADIO NEWSPAPER IN THE SCHOOL

Several radio plays have been published in *SCHOOL ACTIVITIES* for use in the classroom. As most teachers wish to make use of material in their own way, no special directions have been given. In the February issue was "Hunger on the Home Front," in April "Party Partners," and in October "The Drive-in." All three belong to a radio series about one set of characters. Al Addison was the main character, since these were produced at Addison Junior High.

This weekly serial was one part of the newspaper of the air, newspaper items that were broadcast to all home rooms every Wednesday morning. Instead of a printed paper, this radio newspaper provided the news of the school written by the journalism class.

Various projects, such as school banking, clean-up, safety, as well as the holidays, were given in this serial form as plays about Al Addison, his sister, and parents. Since children like to follow their favorite character through the comics, they listened to this typical pupil, while editorials would have been too abstract to hold their interest.

The plays published have been written from penciled notes of programs given a few years ago. Other plays can be written by teachers by this method. First, the "Lost and Found Department" reported that too many lunches were lost. In class, this was discussed and the suggestion taken that often pupils put their lunches on the tops of their lockers.

The first scene was acted out in class, of two

boys waiting for their favorite period—lunch. As the pupils spoke, their lines were written down by the class.

The next group acted out the scene at the locker. Here a list was written on the board of items found in a locker—some of them library books, belongings of friends, and things belonging to his sister Alice.

The third scene acted and written by another group was when Alice was called to lend Al money for lunch. She, of course, saw the lunch on the locker.

The other two plays also grew out of class discussion. One boy claimed he had never seen a live horse and no one had ever ridden one, with the exception of one boy. His experience was the basis for a play about a boy who gets on a horse while his family stops at a drive-in restaurant. "Party Partners" was for the ninth grade class, which had a party the following week, girls' choice; and the fact that the girls actually didn't know how to invite boys.

For any teacher who wishes to try the newspaper of the air, the technique is simple. A tape recorder is used for the class work. The first lessons showed the pupils that to acquire best results the speaker must always be directly in front of the mike, that pupils who moved around must take off their shoes to avoid the sound of walking, and that music from records could be used to introduce, end, and indicate change of scenes in a play.

Reporters were assigned to teachers and departments. Those who brought in worth-while news tips, wrote the stories, and read their items on the air. A master copy was made for the prompter, usually the announcer, who stood on the other side of the two-way mike, so he could take up the next lines if anything interrupted the order of items. Usually about fifteen items of news were given. The pupils lined up behind the mike, stepping forward as their turns came, and taking their places in line, if they had a second item.

All pupils listened to the program in their home rooms. Office bulletins are not given on this program unless an emergency arises, but a daily broadcast is given from the office every morning to home rooms for only five minutes.

A student crew has charge of the mechanical use of the switchboard, since programs are available every period of the day. The Board of Education maintains a series of programs on various subjects that may be used in the classroom. Television programs are also given from the Board of Education.

These other activities are mentioned to show that the pupils have been conditioned to listening to lessons and to information. Doing the broadcasting themselves is just another phase of the educational method.

Other departments use the tape recorder in classroom work, especially the English department, for speech correction. While most of the newspaper programs were live, the program was occasionally prepared in advance and the tape played. With plays, this had the advantage of correction. A part of the tape can be done over or large groups, such as a glee club or orchestra, can be included without having so many people in one room for a live broadcast.

This information and these plays have been published in the hope that other teachers may find them useful. As a retired teacher, I feel that we should do everything possible to pass on teaching techniques to active younger teachers who are trying to find better classroom methods.—Marjorie MacCreary, 4253 Brookside Boulevard, Cleveland 35, Ohio

YES, WE STARTED A TEEN CLUB

What can be done to take care of the needs of the junior high level children in an eight-grade elementary school? These children are in a period of life when there is great change in their mental, physical, and emotional development. Their needs and wants are different and more varied than those of the younger children in our elementary school.

At this time, in a junior high school, it is most important to provide the enjoyment of and the knowledge of social intercourse. By fostering social intercourse through student activities outside of the classroom, we hope to meet the needs of these children.

Some of the needs are pride in membership in and approval of a group, prestige among their peers, and the desire to conform to the standards of a group. In our building we decided that these needs were not being met and something had to be done.

We know that these older children are a great help in an elementary school because they can assist in many ways such as hall guards, cafeteria helpers, office messengers, teachers' aides, etc. These jobs promote maturity and help them to learn to be leaders and to give and take directions.

These jobs also contribute to making responsible citizens out of them. The children love these jobs and any delegated authority, but we must ask if this is really meeting their needs. Furthermore,

are we really being fair to them in providing only work situations which actually detract from their scheduled classes.

A few of the teachers in our building thought this matter over and started to investigate a way to provide prestige within the framework of an elementary school. One such school known to us had set aside for the seventh and eighth grades a special door by which to enter the building and provide a Junior High School sign for it.

In addition these children were kept in one section of the building which was called exclusively theirs. This met the need for prestige but was impractical in our building for architectural reasons. However, we found that Teen Clubs were coming into their own and were having some measure of success in stopping early dating and going steady while still providing some social intercourse.

Our geographical location is not conducive to the short date which is most appropriate for this age group since the nearest movie is two miles away. The neighborhood provides no social outlet for teen-agers, so there is a good deal of standing on street corners. The financial status of the parents does not allow them to do much either. Houses are small and parties cost money.

The physical education department, with the approval of the office, investigated and obtained a charter for a Teen Club for the boys and girl in our school. It is a social organization run by the students. Officers are elected and committees are named to organize social functions such as outings, picnics, and dances in the school gym.

Since there are committees for food, entertainment, publication, rules, etc., everyone who wishes gets to participate in management. These committees with the officers and sponsors (teachers) carry out the Teen Club function. The officers and committee membership are changed often.

It was noted that, with the changes of leaders, the standards and prestige of the group are constantly being modified and refreshed with new ideas. Perhaps more important, the changes also help to bring in the isolates and to build more interest and participation in the organization.

The Teen Club in our school has proved to be a really worth-while experience for the teachers and children alike. The teachers have gotten to meet children outside of the classroom and have liked what they saw. Johnny may not be good in science but he sure can dance.

Johnny can do something well and is getting the satisfaction of being accepted socially. Johnny even likes science better and is trying a little harder since the science teacher got into a square dance set and proved himself to be human.

Yes, the Teen Club has helped both the teachers and children in many ways. I believe the teacher now sees certain children as individuals and not just as entries on a seating chart.

The Teen Club has fostered a closer friendliness among the group involved and has dissipated most of the trivial bickering in and about the school. It gave the children a new security in school as well as a new outlook on school in general. It filled a gap they thought existed by their being in an elementary school instead of in a junior high.—Donald A. Busch, O. W. Holmes School, Detroit, Michigan

BOY SCOUTS TO CELEBRATE 49th ANNIVERSARY

Over four million members of the Boy Scouts of America will celebrate their 49th anniversary from February 7 to 13, 1959. During Boy Scout Week schools, P.T.A.'s, churches, and civic organizations will join with the Scouts in observing the significant occasion.

Many elementary, junior, and senior high schools will wish to include student planned assembly programs, exhibits, or demonstrations to focus attention on citizenship participation by youth, featuring Cub Scouts, Boy Scouts, or Explorers.

The Cub Scout packs, Boy Scout troops, and Explorer units sponsored by the P.T.A. or school, or meeting in the school building or nearby, with some help and guidance from their leaders and parents, can easily develop an assembly action program built upon their programs of recent weeks. Similar programs can be developed for P.T.A. meetings in February.

The school library can feature Scout Week posters, conservation and Scout literature displays; and Scouting demonstrations or encampments can be held on the school grounds.

Where schools want to consider such projects, it is urged that the superintendent or principal

get in touch with the Boy Scout Executive of his territory, or the leaders of their neighborhood Scouting unit early in the fall months. Any of these persons will be glad to help.

From both the school and the Scouting standpoints, plans for such programs should be started well in advance in the fall. This is essential to assure time for a well planned and conducted program with maximum values to all who take part.—Harry K. Eby, Boy Scouts of America, New Brunswick, New Jersey

Comedy Cues

Hey There!

Two Jewish gentlemen were walking along together one day when the temperature was far below zero. After a prolonged silence during which both had their hands in their pockets to keep them warm. Abe said: "Why don't you say something, Sol?" Said Sol: "Freeze your own hands if you want to, but don't ask me to freeze mine."—Ex.

Which Way, Please?

"Which platform for the Boston train," the old lady asked the porter.

"Turn left and you'll be right," he answered cheerfully.

"Don't be impertinent," she said.

"Oh, very well, then," retorted the porter.

"Turn right and be left."—Ex.

Fair Exchange?

Two teens met on the street. One of them was leading a bull dog on a leash.

"Look," he said to the other, "What I got for my girl friend!"

"Gee," replied his friend, "How did you ever make a trade like that?"—Ex.

Common Cause

Little Tommy brought home his report card, and with it was a note from his teacher, "Dear Mrs. Jones," said the note, "Tommy is a bright boy but he spends all his time with the girls. I'm trying to think up a way to cure him."

Mrs. Jones studied the note, then wrote the teacher as follows:

"Dear Miss Brown—If you find a way to cure him, please let me know. I'm having the same trouble with his old man."—Ex.

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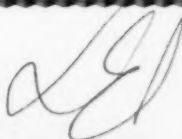
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